Date	Class	Period

Subject Matter
Unit: 7 In the Department Store
Lesson: 1 Conversation Time
S.B page 1 & W.B Page 5

Warm up* :** **Phonics Review:** ***Long i **Review.** Write *i_e* and *igh* on the board. Point to each one and say /*aI* /. Students repeat. Hold up each of the Units 4 – 6 Phonics Time Word Cards, and have students identify every long vowel sound. If the word has *long i*, students also read the word.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
***By the end of the lesson , students will be able to* :** - ask about colours - identify colours - talk about favorites - express favorites - identify speakers in a conversation	✓ *Student's Book* page 1 ✓ *Work book* page 5 ✓ *Green Board* *- CD player*	**Language Focus:** *What colour is it?/ It's blue. Blue is my favorite colour!/ Blue is nice, but I like red.* **Function:** Asking about colours; identifying colours; talking about favorites; expressing likes	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line,and so on. **Talk About the Picture** This is a **clothing store**. There are many different colours of clothes here. **These** are blue, and **these** are green. **This** is yellow, and **that** is red. **Ramy** is showing **Samir** what he bought. It's red. **Samir** bought something blue. Blue is his favorite colour. Uh oh! **This little boy and girl** are riding a tricycle in the store **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and find the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation. A: *Where are you from?* B: *I'm from France.*	**Workbook** Page 5 . **A. Circle and write.** *Answer Key* 1. **What** color is it? 2. **It's** black. 3. Black is my favorite **colour**. 4. Black is **nice**, but I like blue.	*5 MS* *10M* *15Ms*

Activity	**Missing Words**. Write the target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, filling in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.	**Home-assignment**	**Workbook** Page 5 EX B. Colour and write

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 7 In the Department Store

Lesson: 2 Word Time

S.B page 2& W.B Page 6

Warm up **: Conversation Review: What Colour Is It?**
Students open their Student's Books to page 29 and say the target conversation together. Point to a classroom item and say the Unit 7 target conversation with a volunteer, using the item for reference.

Unit: 7 In the Department Store

Lesson: 3 Practice Time

S.B PAGE 3& W.B Page 7

Warm up : – **Vocabulary Review: Describe the Clothes.** Point to a volunteer's shoes and say *Those are shoes.* The volunteer touches his/her shoes and says *These are (black) shoes.* This volunteer then points to another student. Continue around the classroom in the same way until most students have taken a turn.

Learning Objectives	Teaching aids	Conten		e		
By the end of the lesson , students will be able to : - learn new words "Clothing" - read new words - write new words	✓ *Student's Book* page 2 ✓ *Work book* page 6 ✓ *Green Board* *- CD player* *- Picture Cards*	**New Wo** Clothing (shoes, socks, shirts, skirts, jeans, shorts)	*Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	Clothing (shoes, socks, shirts, skirts, jeans,shorts) **Talk About the Picture** Look at all the **clothes**! Here are **red shirts**. Over here are some **blue jeans**, and over there are some **green shirts**. These are **shoes**, and these are **socks**. Those are shorts. **Mona** is shopping with her mother and her brother. **kareem** and his **father** are at the store, too. They're looking at **shirts**. (**green shirt**) What colour is it? (**white skirt**) What colour is it? Can you point to Mona's mother ? Can you point to Kareem's father? **Practise The words :** **A. Listen and repeat.** **B. Listen and write the letter.** *a. shirts, shirts b. jeans, jeans c. shoes, shoes* *d. shorts, shorts e. skirts, skirtsf. socks, socks* **C. Point and say the words.** **D. Listen and point.** *Now listen and point to the speakers.* A: *She's my mother. He's my brother. (Mona)* A: *Where do you live?* (store assistant and man with shirts, at back of scene) B: *I live in Sunnyville.* A: *Oh*. A: *I'm going now*. (store assistants on far right of scene) B: *Bye-bye*. A: *Bye! See you tomorrow* **E. Write the words. (See pages 64–65.)**	Page 6 **A. Look and circle.** *Answer Key* 1. shorts 2. socks 3. jeans 4. shoes 5. shirts 6. skirts **B. Read and write.** *Answer Key* 1. How many socks? **Nine socks.** 2. How many shirts? **Four shirts.** 3. How many shoes**? Eight shoes.** 4. How many skirts**? Five skirts.**	***10Ms*** ***20Ms***

Activity	Write the Number in the Air. Bring a volunteer to the front of the classroom. Whisper a number from 13 – 50 in his/her ear. The volunteer stands with his/her back to the class and writes that number in the air.	Home-assignment	Copy and trace the six new words in your homework notebooks. **Self –evaluation :**

Date	Class	Period

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise *Wh-* questions with *what demonstrative pronouns* - ask about objects (plural); - identify objects(plural)	✓ *Student's Book* page 3 ✓ *Work book* page 7 ✓ *Green Board* *- CD player* *- Picture Cards*	**<u>Structures:</u>** Wh- questions with what; demonstrative pronouns [*What are these? They're (shoes)./ What are those? They're (shoes).*] **<u>Function</u>:** Asking about objects (plural); identifying objects (plural)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work ❖ *Chants*	**<u>Introduce the Patterns:</u>** 1. What are these? They're (shoes). 2. What are those? They're (shoes). 3. Practise for Fluency. **<u>Practise the Patterns</u>:** Students open their Student's Books to page 3. **A. Listen and repeat.** **B. Listen and repeat. Then practise with a partner.** **C. Look at page 2. Point to the picture and practise with a partner.** **D. Listen and sing along.** Students turn to the Unit 7 song What Are These? on page 61. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues.	**<u>Workbook</u>** <u>Page 7</u> **<u>A. Look and circle.</u>** *Answer Key* 1. What are these? They're shoes. 2. What are those? They're shirts. 3. What are these? They're socks. 4. What are those? They're jeans **<u>B. Look and write.</u>** *Answer Key* 1. What are those? They're shorts. 2. What are those? They're skirts. 3. What are these? They're jeans. 4. What are these? They're shoes.	<u>*15MS*</u> <u>*15Ms*</u>

Activity		Hassignment	
Activity	**Hide the cards**: Ask a volunteer to go out of the classroom. Then get two students hide three to four unit 7 word time picture cards around the room so that only a small portion of each picture is visible. Get the volunteer in. The seated students take turns either pointing to or touching the hidden picture card and asking. What are these/those? the volunteer	**Hassignment**	**<u>Choose:</u>**1- What are (this-that-those)? 2- They are my (sock-socks- a sock? 3- What are (these –that – that)? 4- (What- where- who)colour is it?

<u>Self –evaluation :</u>

Date	Class	Period

Subject Matter

Unit: 7 In the Department Store
Lesson: 4 phonics Time
S.B **Page:** 4 & *W.B* **Page:** 8

Warm up: A) Practice Review What are these/those?
B) Revise the short o. Have the students give you some words that have short o.

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Procedures*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - identify the long o sound - associate sound of letters with written form	✓ *Student's Book* page 4 ✓ *Work book* page 8 ✓ *Green board* ✓ *Picture cards* ✓ *CD player* ✓ *Coloured chalk*	**Sound Focus:** long o (*boat, snow, home, coat, window, note*)	❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Sounds:** Write oa on the board. Say while pointing to the letters. Students repeat. **Practise the Sounds :** **A. Listen and repeat.** **long o** boat snow home coat window note **B. Does it have long o ? Listen and write tick or x :** 1. phone, phone 2. key, key 3. ride, ride 4. rain, rain 5. soap, soap *Answer Key:* 1. tick 2. x 3 x . 4. x 5. tick **C. Read the words.** Write road on the board. Point to, sound out, then read the word. For example: /r/- -/d/, road Students repeat **D: Look at C. Listen and point.** Students listen and point to the words they hear. **E. Listen and circle.** Students listen and circle each word they hear	**Workbook** Page 8 **A. Match and write.** *Answer Key* 1. window 2. coat 3. boat 4. home **B. Circle and write.** *Answer Key* 1. ow, window 2. oa, coat 3. o_e, note 4. ow, snow 5. oa, boat 6. o_e, home **C. Circle and count the long o words.** *Answer Key* There are nine *long o* words: boat, note, slow, window, home, coat, goat, snow, yellow	*10MS* *20Ms*
Activity	*Make a poster for long o .Use as many words as you can.*		*Home-assignment :* Copy and trace the six new words in your homework notebooks.			
Self-evaluation :						

Date	Class	Period

Subject Matter

Unit: 8 ***In a Messy Classroom***
Lesson: 1 Conversation time
S.B **Page:** 9 & *W.B* **Page:** 13

Warm up **Review: Long o.** Write oa, ow, and o_e on the board. Point to each one and elicit /ou/. Write seven to eight long o words on the board

Date	Class	Period

Subject Matter

Unit: 8 ***In a Messy Classroom***

Lesson: 2 Word time

***S. B* Page: 10 & *W. B.* Page: 14**

Warm up **Conversation Review: Listen and complete**

Oh, no! What a …….!/ Yeah, you're ……../ Let's …….. up./ Okay. Let's get the ………. .

By the end of the lesson , students will be able to : • State a problem • agree with what someone is saying • make a suggestion • identify speakers in a conversation	✓ *Student's Book* page 9 ✓ *Work book* page 13 ✓ *Green board* ✓ *CD player* *- Coloured chalk*	**Language Focus:** Oh, no! What a mess!/ Yeah, you're right./ Let's clean up./ Okay. Let's get the broom. **Function:** Stating a problem; suggesting a solution	❖ *Role-play* ❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Conversation:** Draw a picture of a broom on the board. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: **Talk About the Picture** What time is it? Can you point to the teacher? (sleeping girl) What's she doing?). **Practise the Conversation** **A. Listen and repeat.** Soha: Oh, no! What a mess! Ali: Yeah, you're right. Soha: Let's clean up. Ali: Okay. Let's get the broom. **B. Listen and find the speakers. Play the recording (second version of the conversation).** Students find and point to the speakers in the large scene **C. Role-play the conversation with a partner:** Students choose a partner and role-play the conver-sation. They then change roles and roleplay the conversation again. **D : Review. Listen and repeat.** A: What time is it? B: It's two o'clock.	**Workbook page 10** **A) Read and match (A) with (B) :** 1) What a mess ! 2) you're right. 3) Let's clean up. **B) Complete the conversation :** *Answer Key* A. Oh, no! What a mess! B. Yeah, you're right. C. Let's clean up. D. Okay. Let's get the broom. Solve the puzzle: I like English Time	*10MS* *10Ms* *20Ms*

Activity	**Make a Mess!** Tell students to make a "mess" on and around their desks with crumpled-up paper,pencils, or pens. A volunteer comes to the front of the classroom and says *Oh, no! What a mess*, pointing to his/her classmates' messy desks. Seated students respond with the second line of the conversation.	***Home-assignment :***
Self-evaluation		**Punctuate :** 1- what a mess 2- Let s clean up

Date	Class	Period

Subject Matter

Unit: 8 *In a Messy Classroom*

Lesson: 3 Practice time

S.B Page: 11 & W.B Page 15

Warm up **Vocabulary Review:** Get the students write the previous vocabulary as dictation.

By the end of the lesson , students will be able to : - identify vocabulary: "classroom objects" - read words - write words	✓ *Student's Book* page10 ✓ *Work book* page 12 ✓ *CD player* - *Coloured chalk* ✓ *Green board* - *Picture Cards*	***Vocabulary*** Classroom objects (*computer, shelf, cupboard, table, desk, chair*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work*	**Introduce the Words:** Hold up each Unit 8 Word Time Picture Card and name it. Hold up each card again, name it **Talk about picture:** (girl sitting at teacher' s desk) Is she a teacher? (bananas) What are these?. **Practise the Conversation:** **A. Listen and repeat** 1. computer 2. shelf 3. cupboard 4. table 5. desk 6. chair **B: Listen and write the letter.** Students listen and write the letter they hear in the white circle for each vocabulary item. **C. Point and say the words.** Students point to and name each of the target vocabulary items in the large scene. **D. Listen and point.** 1. computer 2. shelf 3. cupboard 4. table 5. desk 6. chair **E. Write the words.** (See pages 64 – 65.) Students turn to page 64 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.	**Workbook page 10** **A. Look and circle.** *Answer Key* 1. computer 2. desk 3. chair 4. table 5. cupboard 6. shelf **B. Look and write.** 1. I t's a chair. 2. It's a cupboard. 3. It's a computer. 4. It's a desk.	***10M*** ***10Ms*** ***20Ms***

Activity one	Make a poster for today's new words.	***Home-assignment :*** Copy the six words in your homework notebook.
Self-evaluation :		

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise *Wh-* questions with *where* - use prepositions of location - ask about location - specify location	✓ *Student's Book* page 11 ✓ *Work book* page 15 ✓ *Green Board* *- CD player* *- Picture Cards*	**Structures** *Wh-* questions with *where*; prepositions of location [*Where's the (book)?/Where are the (book)s? (It's)/(They're) (in) the (desk).*] **Function:** Asking about location; specifying location	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Introduce the Patterns** 1. in/on/under/next to._ 2. Where's the (pen)? It's (on) the (chair). 3. Where are the (pen)s? They're (on) the (chair). 4. Practice for Fluency. **Practise the Patterns** Students open their Student's Books to page 11. **A. Listen and repeat.** 1. Write the text from the pattern boxes on the board. Students listen. **B. Listen and repeat. Then practise with a partner.** Students listen and repeat, pointing to each picture in their books. **C. Look at page 10. Point to the picture and practise with a partner.** Students remain in pairs and look at page 10. They then take turns asking and answering questions about the location of items in the large scene using the new patterns and vocabulary items. For example: S1: *Where's the computer?* S2 (pointing to the computer): It's on the table. **D. Listen and sing along.** 1. Students turn to the Unit 8 song *Where's the Pen?* on page 61. Focus their attention on the pictures.	**Workbook page 15** **A. Look and circle.** *Answer Key* 1. Where's the pencil? It's on the desk. 2. Where are the bananas? They're on the table. 3. Where's the shelf? It's next to the computer. 4. Where are the books? They're under the chair .**B. Look and write.** *Answer Key* 1. Where's the kite? It's under the table. 2. Where are the books? They're on the shelf. 3. Where are the jeans? They're on the table. 4. Where's the chair? It's next to the desk..	*10M* *20Ms*

Activity one	Sing the today's song to your family	**Self-evaluation :**

Date	Class	Period

Subject Matter

Unit: 8 ***In a Messy Classroom***

Lesson: 4 Phonics time

Warm up 1. **Pattern Review:** ask about the location of some items in the classroom. e.g Where is your book?

Date	Class	Period

Subject Matter

Unit 9: In the Shop

Lesson: 1 Conversation time

S.B Page: 17 & W.B Page 21

Warm up **Phonics Review:** **Long Vowels.** Write eight to ten of the Units 4 – 8 Phonics Time target words in a column on the board, then write *long a*, *long e*, *long i*, *long o*, and *long u o long o*

By the end of the lesson , students will be able to : - identify the long u sound - associate sound of letters with written form	✓ *Student's Book* page 12 ✓ *Work book* page 16 ✓ *Green board*	**Structures** *Wh-* questions with *where*; prepositions of location [*Where's the (book)?/Where are the (book)s? (It's)/(They're) (in) the (desk).*] **Function:** Asking about location; specifying location	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work*	**Introduce the Sounds** **Note:** The *long u* sound is written as / u:/ 2. Write *ue* on the board. Say / u:/ while pointing to the letters. Students repeat. **Practise the Sounds** Students open their Student's Books to page 12. **A. Listen and repeat.** Focus students' attention on the ue and u_e words at the top of the page.Students listen and repeat, pointing to the pictures and words in their books. **B. Do they both have *long u* ? Listen and write √ or ×:** 1. *run, tube* 2. True, blue3. *flute, cup* 4. *glue, June* *Answer Key:* 1. × 2. √3. × 4. √ **C. Read the words.** **D. Look at C. Listen and point.** Students listen and point to the words they hear. **E. Listen and circle.** 1. *tight, tight* 2. *tube, tube* 3. *seed, seed* 4. *lake, lake* 5. *note, note*	**Workbook page 16** **A. Match and write.** *Answer Key* 1. true 2. June 3. blue 4. flute **B. Does it have long u ? Write √ or ×:** *Answer Key* 1. √ 2. √ 3. × 4. × **C. Read and match.** *Answer Key* 1. long e 2. long o 3. long a 4. long u 5- long i	*10M* *20Ms*

Activity one	Copy the six long u words in your homework notebook.	**Self-evaluation :**

Date	Class	Period

Subject Matter

Unit 9: In the Shop

Lesson:2 Word time

S.B Page: 18 & W.B Page 22

Warm up **Phonics Review: Long Vowels.** Write eight to ten of the Units 4 – 8 Phonics Time target words in a column on the board, then write *long a*, *long e*, *long i*, *long o*, and *long u o long o*

By the end of the lesson , students will be able to : - ask about a problem - describe a problem; expressing indecision	✓ *Student's Book* page 17 ✓ *Work book* page 21 ✓ *Black board*	**Language Focus:** *Uh-oh./ What's wrong?/ We're late. Please hurry!/ Oh...I can't decide.* **Function:** Asking about a problem; describing a problem; expressing indecision	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role play*	**Introduce the Conversation:** Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions: **Talk About the Picture** This is a **convenience store**. They sell many different kinds of **food. This boy** is walking behind his **mother** and eating peanuts. He's short and young. His mother is carrying a **bag** of food. **Practise the Conversation** **A. Listen and repeat.** *Sarah's mother: Uh-oh.* *Sarah: What's wrong?* *Sarah's mother: We're late. Please hurry!* *Sarah: Oh…I can't decide.* **B. Listen and find the speakers.** Students find and point to the speakers in the large scene **C. Role-play the conversation with a partner:** Students choose a partner and role-play the conver-sation. They then change roles and roleplay the conversation again. **D : Review. Listen and repeat** A: *What colour is it?* B: *It's brown.*	**Workbook page21** **A. Look and circle.** *Answer Key* 1. U h-oh! 2. What's wrong? 3. We're late. Please hurry! 4. Oh…I can't decide . **B. Unscramble and write.** *Answer Key* 1. U h-oh! 2. What's wrong? 3. We're late. Please hurry! 4. Oh…I can't decide.	*10M* *5Ms* *20Ms*

Activity one	Copy the six long u words in your homework notebook.	**Self-evaluation :**

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assess ment	Time
By the end of the lesson , students will be able to **:** - identify vocabulary: "food" - read the new words - write the new words	✓ *Student's Book* page 18 ✓ *Work book* page 22 ✓ *Black board*	**Vocabulary** Food (*candy, juice, water, ice cream, popcorn, chips*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work*	**Introduce the Words:** Food (candy, juice, water, ice cream, popcorn, chips) **Talk about picture:** Yum! There's lots of good food at the store. **Kareem** has popcorn. **Samir** and **Ahmed** have chips. Uh-oh! What a mess! The shop assistant is angry. He's shouting. **Sokkara** is playing with the candy. **Soha** and **Laila** have ice cream. **Mona** has **water**. **Ramy** and **Ali**have juice. **Practise the words:** **A. Listen and repeat** 1. *candy* 2. *juice*3. *water* 4. *ice cream* 5. *popcorn* 6. *chips* **B: Listen and write the letter.** a. *popcorn, popcorn* b. *ice cream, ice cream* c. *candy, candy* d. *chips, chips* e. *water, water* f. *juice, juice* **C. Point and say the words.** **D. Listen and point.** *Candy*. (any candy) *Yum! Popcorn.* (any popcorn)*Juice*. (any juice) *Mm. water!* (any water)*Chips.* (any chips) *Yum. Ice cream.* (any ice cream) *Now listen and point to the speakers.* A: *Oh, no! What a mess. Let's clean up.* (shop Clerks near mess) B: *Okay. Let's get the broom.*A: *Where's the candy?* (Clerk pointing to candy)B: *It's next to the chips.* A: *Thank you.*A: *Hey, Kareem. Do you like chips? (Kareem and friend)*B: *No, I don't. I like popcorn.* **E. Write the words.** (See pages 64 – 65.)	**Workbook page22** **A. Look and circle.**.	*10M* *5Ms* *20Ms*

Activity one	Copy the six new words in your homework notebook.	**Self-evaluation :**

Date	Class	Period

Subject Matter

Unit 9: In the Shop

Lesson: 3 Practice time

S.B **Page: 19** & *W.B* **Page 23**

Warm up **Vocabulary Review:** *Revise the vocabulary of the previous lesson.*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assess ment	Time
By the end of the lesson , students will be able to **:** - practise declarative statements with have, positive and negative - describe possession	✓ *Student's Book* page 19 ✓ *Work book* page 23 ✓ *Black board*	**Structures** Declarative statements with have, positive and negative [*(I) have (candy). (I) don't have (juice).*] **Function:** Describing possession	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Introduce the Patterns** **(I) have (popcorn). (I) don't have (juice)** **Practise the patterns:** **A. Listen and repeat** A: *I have candy. I don't have juice.* B: *You have candy. You don't have juice.* A: *We have candy. We don't have juice.* B: *They have candy. They don't have juice.* **B. Listen and repeat. Then practice with a partner.** 1. Play the recording. Students listen and repeat, pointing to each picture in their books. 1. *You have popcorn. You don't have chips.* 2. *You have ice cream. You don't have candy*. 3. *We have juice. We don't have water.* 4. *They have candy. They don't have popcorn.* 5. *I have water. I don't have ice cream.* 6. *They have chips. They don't have juice.* **C. Look at page 18. Point to the picture and practice with a partner.** **D. Listen and sing along.** 1. Students turn to the Unit 9 song *We Have Candy* on page 61. Focus their attention on the pictures.	**Workbook page23**	*10M* *5Ms* *20Ms*

Activity one		**Self-evaluation :**

Date	Class	Period

Subject Matter

Unit 9: In the Shop

Lesson: 4 Phonics time

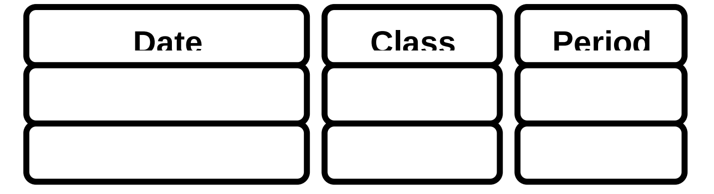
S.B Page: 20 & W.B Page 24

Warm up **: Pattern Review: Sing Along.** Play the recording of the Unit 9 song *We Have Candy*. Students listen. Play the recording again and have students sing along. **Phonics Review: Read the Words.** Write *oa*, *ow*, and *o_e* on the board. Point to each one and elicit its sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - distinguish between short a and long a sound - associate the sound of letters with written form	✓ *Student's Book* page 20 ✓ *Work book* page 24 ✓ *Black Board* *- CD player* - *Picture Cards*	**Sound Focus:** short a and long a (cap, man, sad, day, game, pain)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera-tive work	**Introduce the Sounds** short a and long a (cap, man, sad, day, game, pain) **Practise the Sounds** Students open their Student's Books to page 20 **A. Listen and repeat.** **B. Does it have *short a* or *long a* ? Listen and circle.***1. knee, sea* 1. *train, train* 2. *ant, ant* 3. *cane, cane* 4. *lake, lake* 5. *hat, hat* **C. Read the words.** **D. Look at C. Listen and point.** **E. Listen and match.** 1. *main, main* 2. *mad, mad* 3. *May, May* 4. *mat, mat*	**Workbook** Page 44 **A. Which picture has short a ? Circle and write.** *Answer Key* 1. sad 2. hat 3. man **B. Which picture has long a ? Circle and write.** *Answer Key* 1. pain 2. rain 3. day **C. Circle the short a words.** *Answer Key* 1. pan, bat 2. back, sack 3. Dan, mad 4. fat, fan **D. Circle the long a words.** *Answer Key* 1. game, paint 2. same, rain 3. take, pain 4. bake, rain	*5 MS* *20Ms*

Activity	**Short or Long?** Say a word with either *long a* or *short a* (see Suggested Words below). If the word has *short a*, students repeat it and hold their hands about four inches apart, to indicate *short*. If the word has *long a*, they repeat the word and hold their arms as wide apart as possible, to indicate *long*.	**Home-assignment**	**Copy and trace the six new words in your homework notebooks.**

Self –evaluation :



Subject Matter

Review 1 Story Time

***S.B* Page: 25 *& W.B* Page27**

Warm up : Review Units 7–9 Conversations, Vocabulary, and Patterns. Students turn to each Conversation Time page (pages 1, 9, and 17), Word Time page (pages 2, 10, and 18), and Practice Time page (pages 3, 11, and 19). Elicit each conversation, vocabulary item, and pattern.

Warm up : Review Units 7–9 Vocabulary, Patterns, and Sounds. Students turn to each Word Time page (pages 2, 10, and 18), Practice Time page (pages 3, 11, and 9), and Phonics Time page (pages 4, 12, and 20). Elicit the vocabulary items, patterns, and sounds.

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Proced***		***e***
By the end of the lesson , students will be able to : - revise previously learned items - revise units 7–9 conversations, vocabulary, and patterns	✓ *Student's Book* page 25 ✓ *Work book* page 27 ✓ *Black board* ✓ *Coloured* chalk	**Review Focus:** Units 7–9 conversations, vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work* ❖ *Pair work*	**Work with the Pictures** Scene 1: Are **Sokkara** and **Sokkar** late? Scene 2: Where's Sokkara's cap? Scene 3: Where are Sokkara's shoes? Scene 4: (socks) What are these? What colour are Sokkar's socks? Scene 5: Where are Sokkara's shoes? **Work with the Text** Students open their Student's Books to page 24. **Practise the Story** **A. Listen and repeat.** **B. Look at A. Listen and point.** **C. Role-play these scenes.**	**Workbook page27** **A. Read and match.** *Answer Key* 1. What color is it?/It's blue. 2. U h-oh!/What's wrong? 3. What a mess!/Let's clean up. 4. Blue is my favorite color./Blue is nice, but I like red. **B. What's missing in B? Look and write.** *Answer Key* socks shirts shorts shelf ice cream desk water juice	*10M* *5Ms* *20Ms*

Activity	Get the students make conversations with their partners.	***Home-assignment :***	***Self-evaluation***

Date	Class	Period

Subject Matter

Review 1

Activity Time

S.B Page: 26& W.B Page28:

Warm up **: Phonics Review: Read the Words.** Write six to seven short a and long a words on the board (see Suggested Words below). Point to each word and have students read it

Learning Objectives	Teaching aids	Conten				
By the end of the lesson , students will be able to : - revise previously learned items - revise units 7–9 vocabulary, patterns, and sounds	✓ *Student's Book* page 26 ✓ *Work book* page 28 ✓ *Black board* ✓ *Coloured* chalk	**Review Focus:** Units 7–9 vocabulary, patterns, and sounds	*...storming* ❖ *Problem Solving* ❖ *Cooperative work* ❖ *Pair work*	**...e picture. Write the number.** 1. *It's popcorn.*2. *It's ice cream.* 3. *They're chips.*4. *It's water.* 5. *What are those?They're shoes.* 6. *What are these?They're skirts.* **B. Listen and circle.** 1. *Where's the candy?It's on the shelf.* 2. *Where's the water?It's under the table.* 3. *Where are the jeans?They're on the chair.* 4. *Where are the socks?They're next to the computer.* 5. *Where are the shoes?They're under the desk.* 6. *Where's the juice?It's in the cupboard.* **C. Listen and circle.** 1. *role, role* 2. *glue, glue* 3. *hat, hat* 4. *mad, mad* 5. *flute, flute* 6. *paint, paint* **D. Listen and find the picture. Write the number.** 1. A: *What colour is it?*B: *It's green.* A: *Green is my favorite colour.* 2. A: *Oh, no! What a mess!*B: *Yeah, you're right.* A: *Let's clean up.*B: *Okay.* 3. A: *We're late. Please hurry!*B: *Okay.* 4. A: *They have shorts.*B: *They don't have shirts.* *Answer Key:* 2, 4, 1, 3	**Page 28** **A. Look and write.** *Answer Key* 1. What are those? They're cupboards. 2. What are these? They're skirts. 3. Where's the book? It's under the table. 4. Where are the socks? They're on the chair. **B. Look and write.** *Answer Key* long o: coat, window long u: glue, flute short a: cap, cat long a: game, cake	***20MS***

Activity	**Pantomime the Adjective** tall – short – fat – thin – old - young. e.g Ziad is………………. . Habiba is …………….	***Home-assignment :***	***Self-evaluation***

Date	Class	Period

Subject Matter

Unit 10: At the Clinic

Lesson: 1 Conversation Time

S.B page29 & W.B Page 33

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - express ownership - apologise - accept apologies - identify speakers in a conversation	✓ *Student's Book* page 29 ✓ *Work book* page 33 ✓ *Green Board* *- CD player*	**Language Focus:** *Hey! That's mine./ No, it isn't. It's mine./ Oops! Sorry./ That's okay.* .**Function** : Expressing ownership; apologizing; accepting apologies	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line,and so on. **Talk About the Picture** Oh, no! Look at all the people. They don't feel good. That's too bad! This **nurse** is talking on the phone. Mona's sister, **Hoda**, is fighting with this **boy**. **Hoda** thinks the boy has her **umbrella**. She says Hey! That's mine! But look! **Hoda's mother** has her **umbrella**. **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and find the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation. A: *Where do you live?* B: *I live in puppetville.*	**Workbook** Page 33	*5 MS* *5 M* *15Ms*

Activity	**Project.** Students draw pictures of two situations where they might use or have used the target conversation. The speakers should have speech bubbles. Students then write the conversation in these speech bubbles.	Home-assignment	**Workbook** Page 41 **Ex B. Unscramble and write.**

Self –evaluation :

Date	Class	Period

Subject Matter

Unit 10: At the Clinic

Lesson:2 Word time

S.B Page: 30 & W.B Page 34

Warm up **Conversation Review: Write what you hear**

- **That's mine.**
- **No, it isn't .Its mine.**
- **Oops! Sorry.**
- **That's okay.**

Subject Matter

Unit 10: At the Clinic

Lesson: 3 Practice Time

S.B PAGE 31& W.B Page 35

Warm up : – **Vocabulary Review: Pantomime.** Hold up each of the Unit 10 Word Time Picture Cards and elicit their names. Hold up each card again, and have students name the card and pantomime the illness.

Learning Objectives	*Teaching aids*	*Co…*				
By the end of the lesson , students will be able to **:** - identify vocabulary: " ailments " - read the new words - write the new words	✓ *Student's Book* page 30 ✓ *Work book* page 34 ✓ *Black board*	**Voc…** ailments (stomachache, rash, sore throat, fever, cold, cough)	❖ … *Storming* ❖ *Problem Solving* ❖ *Cooperative work*	…e t… ailments :stomachache, rash, sore throat, fever, cold, cough **Talk about picture:** So many people are sick ! **She** is coughing, this **young girl** has a rash, and **she** has a cold. The **doctors** and **nurses** will make them all feel better. **Ali** has a stomachache, this **boy** and **girl** have fevers, and **Kareem** has a sore throat. **This girl** has a **red balloon**, and **this boy** has a **blue balloon**. **Practise the words:** **A. Listen and repeat** 1. stomachache 2. rash 3. sore throat 4. fever 5. cold6. cough **B: Listen and write the letter.** a. *rash, rash* b. *fever, fever* c. *cough, cough* d. *cold, cold* e. *sore throat, sore throat* f. *stomach ache,* **C. Point and say the words.** **D. Listen and point.** *Now listen and point to the speakers.* A: *Red is my favorite colour.* (children next to the flowers)B: *Red is nice, but I like white.* A: *do you need tissues?* (father talking to daughter)B *No,thanks.* A: *Are you hot?* (mother talking to daughter) B: *Yes, I am.* **E. Write the words.** (See pages 64 – 65.)	**page34** **A. Look and check (**3**) the correct box.** *Answer Key* 1. sore throat 2. rash 3. fever 4. stomach ache 5. cough 6. cold **B. Look and write.** *Answer Key* 1. rash 2. sore throat 3. cold 4. stomach ache 5. fever 6. cough	*…* *5Ms* *20Ms*

Home- assignment	- Copy the six new words in your homework notebook. - Make an album for the six new words.	**Self-evaluation :**

Date	Class	Period

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - practise *declarative statements with has and have,* *positive and negative* - *express physical states*	✓ *Student's Book* page 31 ✓ *Work book* page 35 ✓ *Green Board* *- CD player* *- Picture Cards*	**Structures:** *Declarative statements with has and have, positive and negative [(He) has a (fever). (He) doesn't have a (rash).]* ***Function:*** *Expressing physical states*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work ❖ *Chants*	**Introduce the Patterns:** 1. Pronoun Review. 2. (He) has a (stomach ache). (He) doesn't have a (rash). 3. Practice for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practise with a partner.** **C. Look at page 30. Point to the picture and practicse with a partner.** **D. Listen and sing along.** Students turn to the Unit 10 song Oh, No! Poor Kareem! on page 62. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues.	**Workbook** Page 35	*15MS* *15Ms*

Activity	**Pantomime the Illness.** Bring six volunteers to the front of the classroom (at least one girl and one boy). Give each volunteer a Unit 10 Word Time Picture Card. Each volunteer pantomimes the illness on one of his/her picture cards.	Home-assignment	

Self –evaluation :

Date	Class	Period

Subject Matter

Unit 10: At the Clinic

Lesson:4 Phonics time

S.B Page: 32 & W.B Page 36

Warm up Write five to six *short* a and *long a* words on the board (see Suggested Words below). Point to each word and have students read it.Suggested Words: *quack, nap, name, cake, mad, rat, day, cane, bat*

Date	Class	Period

Subject Matter

Unit 11: At Home with Kareem

Lesson:4 Conversation time

***S. B* Page: 37 & *W. B* Page 41**

Warm up **Phonics Review: Read the Words.** Write six to seven *short e* and *long e* words on the board (see Suggested Words below). Point to each word and have students read it.

By the end of the lesson , students will be able to **:** - distinguish between the short e and long e sound - associate sound of letters with written form	*Student's Book* page 32 ✓ *Work book* page 36 ✓ *Black board*	**Sound Focus:** short e and long e *(bed, desk, pen, eat, green, seal)*	*Storming* ❖ *Problem Solving* ❖ *Cooperative work*	short e and long e (bed, desk, pen, eat, green, seal) **Practise the Sounds** Students open their Student's Books to page 32. **A. Listen and repeat.** Focus students' attention on the ue and u_e words at the top of the page.Students listen and repeat, pointing to the pictures and words in their books. **B. Do they both have the same vowel sound? Listen and write √ or ×:** 1. leaf, ten leaf, ten 2. jeep, bean jeep, bean 3. tent, jet tent, jet 4. red, read *red, read* **C. Read the words.** **D. Look at C. Listen and point.** Students listen and point to the words they hear. **E. Does it have *short e* or *long e*? Listen and circle.** 1. led, led 2. bean, bean 3. meet, meet 4. set, set 5. web, web	**A. Do they both have the same vowel sound? write √ or ×:** *Answer Key* √ × √ **B. Circle the short e word.** *Answer Key* 1. pen 2. Ted 3. bed 4. red 5. desk **C. Which pictures have long e ? Circle.** *Answer Key* eat, seal **D. Circle the words with the same vowel sound.** *Answer Key* 1. red, fed 2. meat, seat 3. tea, see	*10M* *20Ms*

Home- assignment	- Copy the six new words in your homework notebook. - Make an album for short e and long e .	**Self-evaluation :**

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - ask for permission - give permission - identify speakers in a conversation	✓ Student's Book page 37 ✓ Work book page 41 ✓ Black board	**Language Focus:** *Miss Sarah, may I use the bathroom?/ Of course./ Where is it?/ It's over there./ I see it. Thanks.* **Function:** Asking and giving permission	❖ Brain Storming ❖ Problem Solving ❖ Role play	**Introduce the Conversation:** Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the actions: **Talk About the Picture** Kareem's mother has juice and popcorn. She's pointing to the bathroom. Look at Sokkara playing in the paper. Samy is taking a picture of Sokkara. Look on the table: these are red, yellow, and orange crayons. There's a book and some paper on the floor. (bathroom) What is it?(blue marker) What colour is it? (yellow crayon) What colour is it?(juice) What's this? (popcorn) Is it candy? What is it?(book) What's this? **Practise the Conversation** **A. Listen and repeat.** Laila: Miss Sarah, may I use the bathroom? Kareem's mother: *Of course.* Laila: *Where is it?* Kareem's mother: *It's over there.* Laila: *I see it. Thanks.* **B. Listen and find the speakers.** Students find and point to the speakers in the large scene **C. Role-play the conversation with a partner:** Students choose a partner and role-play the conver-sation. They then change roles and roleplay the conversation again. **D : Review. Listen and repeat** A: *What a mess!* B: *Let's clean up.*	**Workbook page 41** **A. Read and connect.** *Answer Key* 1. May I use the bathroom? 2. Of course. 3. Where is it? 4. I t's over there. 5. I see it. Thanks. **B. Look and write.** *Answer Key* 1. May I use the bathroom? 2. Of course. 3. Where is it? 4. It's over there. 5. I see it. Thanks.	5Ms 10Ms 20Ms

Home- assignment	- Copy the conversation in your homework notebooks three times.	**Self-evaluation :**

Date	Class	Period

Subject Matter

Unit 11: At Home with Kareem

Lesson:2 Word time

S.B Page: 38 & W.B Page 42

Warm up **Conversation Review: Write what you hear**

-May I use the bathroom? - Of course.
- Where isit? - It's over there. - I see it. Thanks

Subject Matter

Unit 11: At Home with Kareem

Lesson: 3 Practice Time

S.B PAGE 39& W.B Page 43

Warm up : – **Vocabulary Review:** Numbers. A volunteer holds up each Unit 5 Word Time Word Card and elicits its name. He/She then holds up each card again, elicits its name, and has seated students write the number in the air with their fingers

Learning Objectives	*Teaching aids*	Co...		...e th...	...	...
By the end of the lesson , students will be able to **:** - identify new words: " art supplies " - read the new words - write the new words	✓ *Student's Book* page 38 ✓ *Work book* page 42 ✓ *Black board*	**Voc...** art supplies *(tape, glue, scissors, paper, paint, crayons)*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work*	art supplies (tape, glue, scissors, paper, paint,crayons) **Talk about picture:** This is **tape**. This is **yellow paper.** Watch out! Ola has scissors! **Sarah** has glue, and she's gluing her flowers onto the **paper**. **Samir** has seven **crayons**. He's coloring **two green birds.** He doesn't have paint. **Ramy** has paint. He doesn't have crayons. He just painted a **picture**. (**paint**) Is it glue? What is it?(**tape**) What's this? (**glue**) What's that?(**crayons**) What are these? (**red crayon**) What colour is it? (**boy with crayons**) What's he doing? **Practise the words:** **A. Listen and repeat** 1. *tape* 2. *glue*3. *scissors* 4. *paper* 5. *paint* 6. *crayons* **B: Listen and write the letter.** a. paint, paint b. scissors, scissors c. glue, glue d. crayons, crayons e. tape, tape f. paper, pape **C. Point and say the words.** **D. Listen and point.** *Now listen and point to the speakers.* A: *Hey! That's mine.* (children with ruler) B: *No, it. isn't. It's mine.*A: *Oops. Sorry.* B: *That's okay.* A: *What are those?* (Kareem and friend) B: *They're birds.* A: *Oh! I'm short! I'm not tall.* (girl peering up at the table) **E. Write the words.** (See pages 64 – 65.)	**page42** **A. Write the words.** *Answer Key* A. paper B. scissors C. tape D. paint E. crayons F. glue Mystery word: pencils **B. Look and write.** *Answer Key* 1. He has tape. 2. She has crayons. 3. She has paper. 4. He has scissors	*5Ms* *10Ms* *20Ms*

Home- assignment	- Copy the six new words in your homework notebook. - Make an album for the six new words with their pictures.	**Self-evaluation :**

Date	Class	Period

Warm up **:** **Pattern Review: Elicit the Sentences**. Write *he* and *she* on the board. Point to *he*, hold up the tape picture card, and say *Does he have tape?* Students repeat. Nod your head and say *Yes, he does.* Students repeat. Then ask the question again, shake your head, and hold up the *paint* picture card.
Phonics Review: Revise the Units 9 – 10 Phonics Time

Learning Objectives	Teaching aids	Conten		e		
By the end of the lesson , students will be able to : - practise Yes/No questions with have - ask about possession - express possession	✓ *Student's Book* page 39 ✓ *Work book* page 43 ✓ *Green Board* *- CD player* *- Picture Cards*	**Structur** *Yes/No questions with have [Does (he) have (tape)? Yes, (he) does./ No, (he) doesn't. (He) has (glue).]* ***Function:*** *Asking about possession; expressing possession*	*Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work ❖ *Chants*	1. Pronoun Review. 2. Does (he) have (tape)? Yes, (he) does 3. Does (he) have (tape)? No, (he) doesn't. (He) has (glue). 4. Practise for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practice with a partner.** **C. Look at page 38. Point to the picture and practice with a partner.** **D. Listen and sing along.** Students turn to the Unit 11 song Does He Have Paper? on page 63. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues.	Page 43	*15Ms*

Activity	**Identify the Item.** Bring six volunteers to the front of the classroom and give each of them a Unit 11 Word Time Picture Card. The volunteers hold their cards facing the class. Stand behind each volunteer, point to him/her, and ask Does (*he*) have (*glue*)? Seated students answer each question.	**Home-assignment**	

Self –evaluation :

Subject Matter

Unit 11: At Home with Kareem

Lesson: 4 Phonics Time

S.B page40 & W.B Page 44

Date	Class	Period

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - distinguish between the short i and long i sound - associate the sound of letters with the written form	✓ *Student's Book* page 40 ✓ *Work book* page 44 ✓ *Black Board* *- CD player* *- Picture Cards*	**Sound Focus:** short i and long i *(bin, sick, six, bike, nine,right))*	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera -tive work	**Introduce the Sounds** short i and long i (bin, sick, six, bike, nine,right) **Practise the Sounds** Students open their Student's Books to page 40. **A. Listen and repeat.** **B. Listen and circle.** 1. *kite, kite* 2. *pin, pin* 3. *sit, sit* 4. *like, like* 5. *light, light* 6. *fin, fin* **D. Look at C. Listen and point.** **E. Does it have *short i* or *long i*? Listen and circle.** 1. *ripe, ripe* 2. *din, din* 3. *dime, dime* 4. *hide, hide* 5. *fin, fint*	**Workbook** Page 44	*5 MS* *20Ms*

Activity	**Pass the Sounds.** students work seated in rows. Whisper a word with either long *a* or long *e* to the last student in each row	**Home-assignment**	**Copy and trace the six new words in your homework notebooks.**

Self –evaluation :

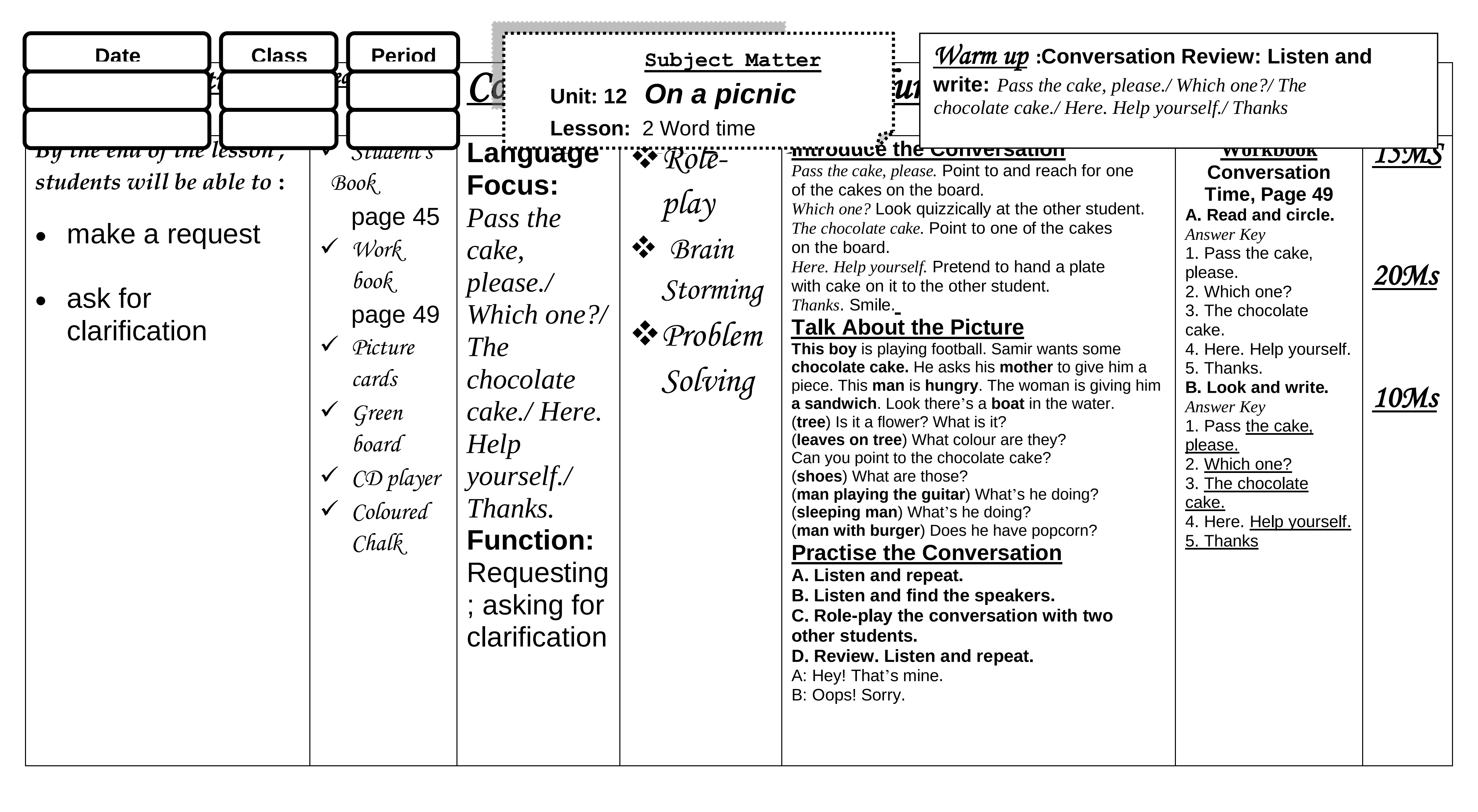
Date	Class	Period

Subject Matter

Unit: 12 ***On a picnic***

Lesson: 1 Conversation time

Warm up : **Phonics Review: Read the Card.** Place the Units 9 –11 Phonics Time Word Cards in a bag. Give the bag to a volunteer (S1), and have him/her choose a card and read it.



Date	Class	Period

Subject Matter

Unit: 12 ***On a picnic***

Lesson: 2 Word time

Warm up **:Conversation Review: Listen and write:** *Pass the cake, please./ Which one?/ The chocolate cake./ Here. Help yourself./ Thanks*

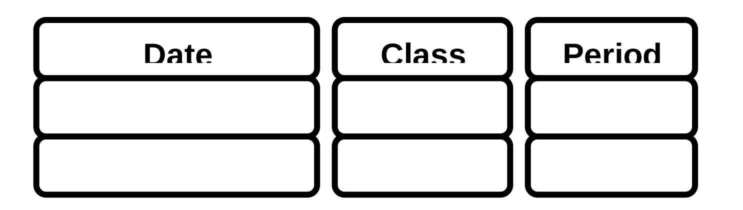
By the end of the lesson , students will be able to : • make a request • ask for clarification	✓ Student's Book page 45 ✓ *Work book* page 49 ✓ *Picture cards* ✓ *Green board* ✓ *CD player* ✓ *Coloured Chalk*	**Language Focus:** *Pass the cake, please./ Which one?/ The chocolate cake./ Here. Help yourself./ Thanks.* **Function:** Requesting ; asking for clarification	❖ *Role-play* ❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Conversation** *Pass the cake, please.* Point to and reach for one of the cakes on the board. *Which one?* Look quizzically at the other student. *The chocolate cake.* Point to one of the cakes on the board. *Here. Help yourself.* Pretend to hand a plate with cake on it to the other student. *Thanks.* Smile. **Talk About the Picture** **This boy** is playing football. Samir wants some **chocolate cake.** He asks his **mother** to give him a piece. This **man** is **hungry**. The woman is giving him **a sandwich**. Look there's a **boat** in the water. (**tree**) Is it a flower? What is it? (**leaves on tree**) What colour are they? Can you point to the chocolate cake? (**shoes**) What are those? (**man playing the guitar**) What's he doing? (**sleeping man**) What's he doing? (**man with burger**) Does he have popcorn? **Practise the Conversation** **A. Listen and repeat.** **B. Listen and find the speakers.** **C. Role-play the conversation with two other students.** **D. Review. Listen and repeat.** A: Hey! That's mine. B: Oops! Sorry.	**Workbook Conversation Time, Page 49** **A. Read and circle.** *Answer Key* 1. Pass the cake, please. 2. Which one? 3. The chocolate cake. 4. Here. Help yourself. 5. Thanks. **B. Look and write.** *Answer Key* 1. Pass the cake, please. 2. Which one? 3. The chocolate cake. 4. Here. Help yourself. 5. Thanks	*15MS* *20Ms* *10Ms*

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Procedures*	*Assessment*	*Time*

By the end of the lesson , students will be able to : • Identify new words: "food" • read the new words • write the new words	✓ *Student's Book* page 46 ✓ *Work book* page 50 ✓ *Picture cards* ✓ *CD player* ✓ *Blackboard* ✓ *Coloured* ✓ *Chalk*	**Vocabulary** Food (*chicken, cheese, salad, fruit, bread, rice*)	❖ *Cooperative learning* ❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Words** Food (chicken, cheese, salad, fruit, bread, rice) **Talk About the Picture** (**bananas**) What color are they? (**salad**) Is it rice? What is it? What is **Sokkara** eating? (**Mona**) Does she have water? (**Kareem**) Does he have popcorn? Where's the bread? (Cairo Tower) Is it a house? **Practise the Words** **A. Listen and repeat.** **B. Listen and write the letter.** a. *rice, rice* b. *chicken, chicken* c. *fruit, fruit* d. *salad, salad* e. *bread, bread* f. *cheese, cheese* **C. Point and say the words.** **D. Listen and point.** *Fruit!* (any fruit) *Chicken.* (any chicken) *Salad.* (any salad) *Rice.* (any rice) *Cheese.* (any cheese) *Bread.* (any bread) *Now listen and point to the speakers.* A: *I have water. You don't have water. You have juice.* (Kareem) A: *Does she have chips?* (children pointing to girl with chicken) B: *No, she doesn't. She has chicken.* A: *Mm. I like bananas. I like apples. I don't like oranges.* (girl eating banana) **E. Write the words. (See pages 64–65.)**	**Workbook** **Word Time, Page 50** **A. Find and write.** *Answer Key* 1. rice 2. fruit 3. bread 4. chicken 5. cheese 6. Salad **B. Your turn. Read and write.** *Answer Key* The words in parentheses will vary. 1. Do you like fruit? (Yes, I do). 2. Do you like bread? (No, I don't). 3. Do you like cheese? (Yes, I do). 4. Do you like chicken? (Yes, I do).	*5MS* *5Ms* *20Ms*

Activity	**I'm Going on a Picnic.** Students form a circle. Give each student a Unit 12 Word Time Picture Card. Begin the activity by saying I have salad. The student on your left (S1) continues, saying what you have, then saying what food item he/she has on his/her picture card.	**Home-assignment** Copy the the six new words in your homework notebooks.

Self-evaluation



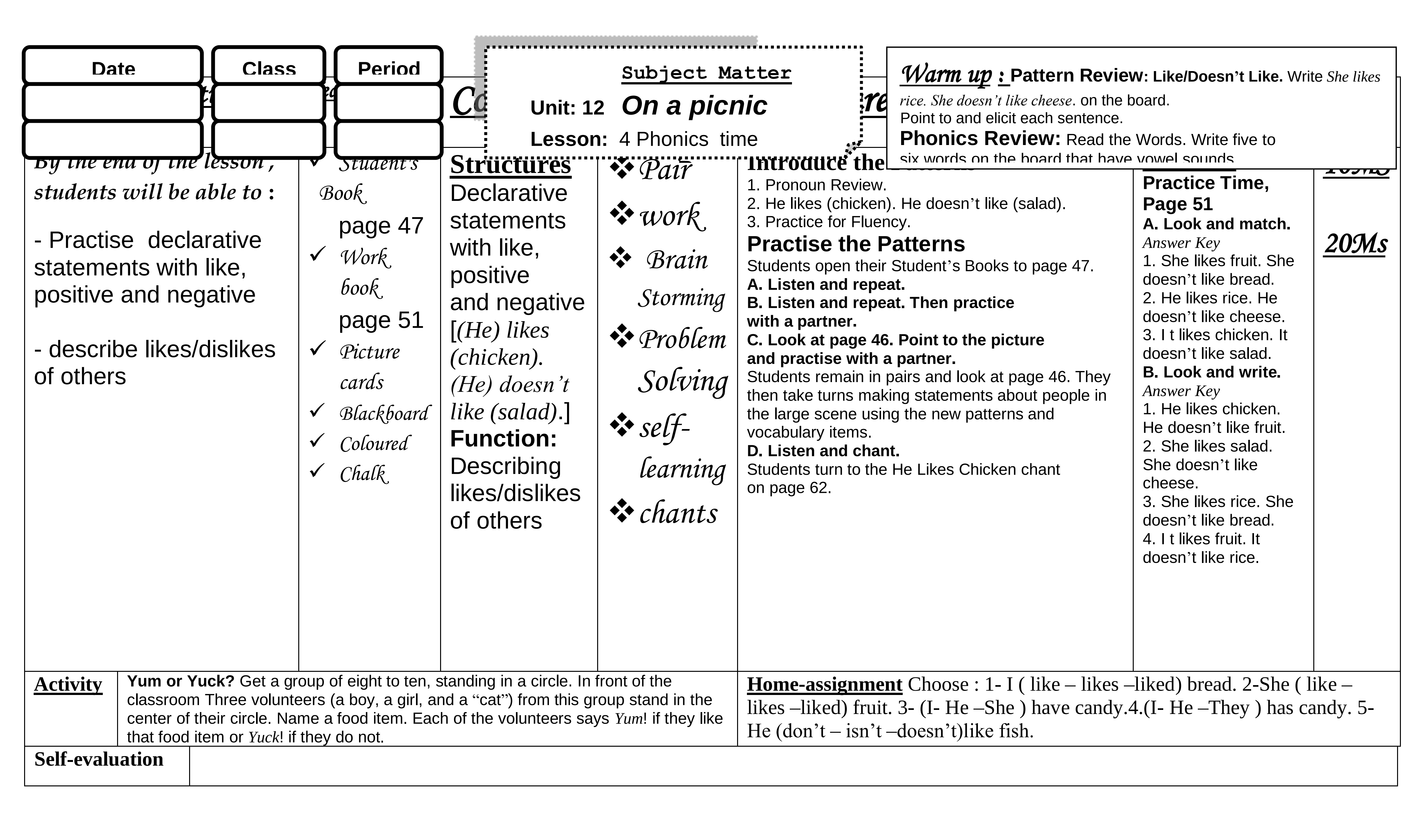
Subject Matter

Unit: 12 ***On a picnic***

Lesson: 3 Practice time

Warm up **: Vocabulary Review: Do You Like Chicken?**

Hold up each Unit 12 Word Time Picture Card and have students name it. Then ask a volunteer *Do you like chicken?* The volunteer says *Yes, I do* or No, *I don't.* This volunteer then asks another student *Do you like (cheese)?* Continue in the same way until most students have both asked and answered a question.



Date	Class	Period

Subject Matter

Unit: 12 ***On a picnic***

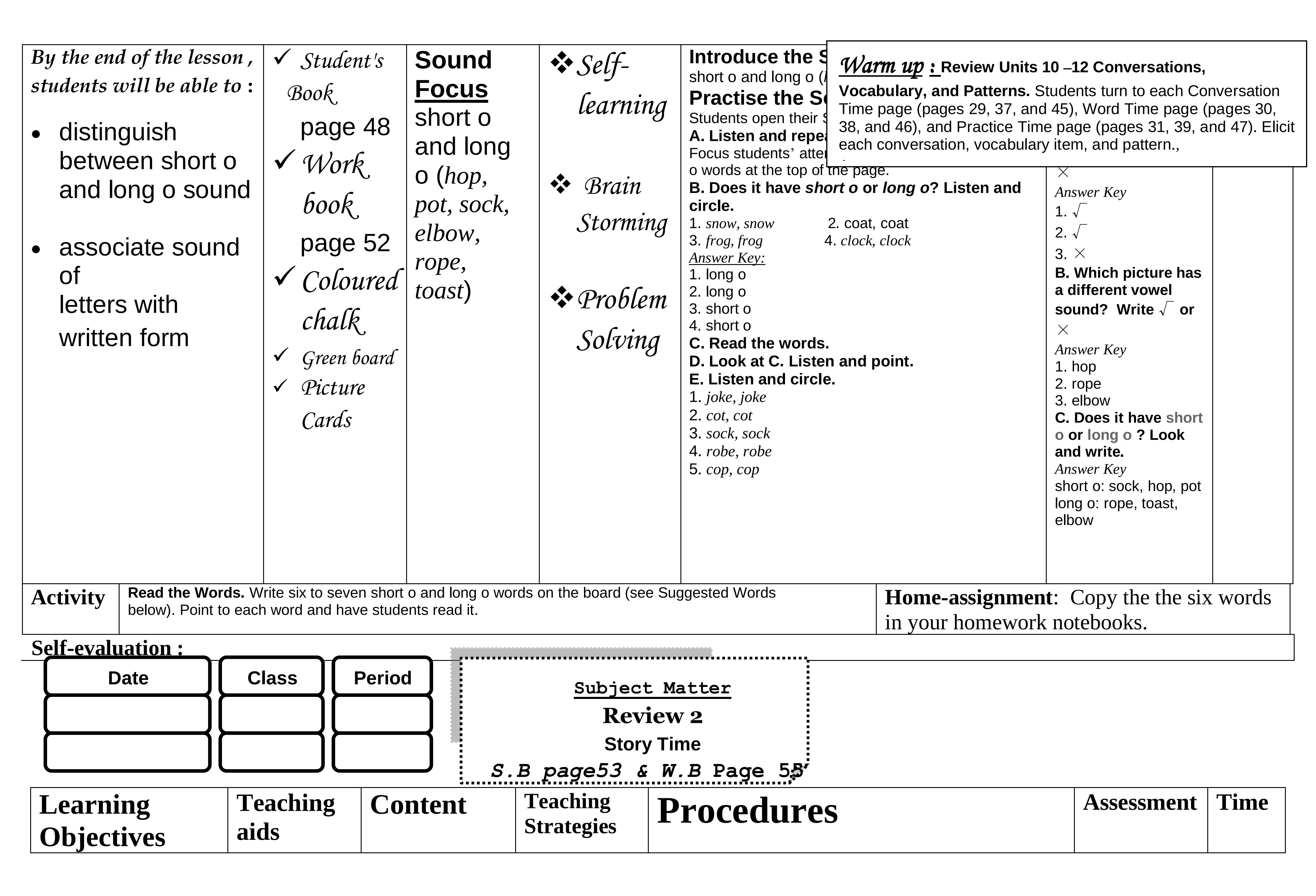
Lesson: 4 Phonics time

***Warm up* : Pattern Review: Like/Doesn't Like.** Write *She likes rice. She doesn't like cheese*. on the board.
Point to and elicit each sentence.
Phonics Review: Read the Words. Write five to six words on the board that have vowel sounds

By the end of the lesson , students will be able to : - Practise declarative statements with like, positive and negative - describe likes/dislikes of others	✓ *Student's Book* page 47 ✓ *Work book* page 51 ✓ *Picture cards* ✓ *Blackboard* ✓ *Coloured* ✓ *Chalk*	**Structures** Declarative statements with like, positive and negative [*(He) likes (chicken). (He) doesn't like (salad)*.] **Function:** Describing likes/dislikes of others	❖ *Pair work* ❖ *Brain Storming* ❖ *Problem Solving* ❖ *self-learning* ❖ *chants*	**Introduce the** 1. Pronoun Review. 2. He likes (chicken). He doesn't like (salad). 3. Practice for Fluency. **Practise the Patterns** Students open their Student's Books to page 47. **A. Listen and repeat.** **B. Listen and repeat. Then practice with a partner.** **C. Look at page 46. Point to the picture and practise with a partner.** Students remain in pairs and look at page 46. They then take turns making statements about people in the large scene using the new patterns and vocabulary items. **D. Listen and chant.** Students turn to the He Likes Chicken chant on page 62.	**Practice Time, Page 51** **A. Look and match.** *Answer Key* 1. She likes fruit. She doesn't like bread. 2. He likes rice. He doesn't like cheese. 3. I t likes chicken. It doesn't like salad. **B. Look and write.** *Answer Key* 1. He likes chicken. He doesn't like fruit. 2. She likes salad. She doesn't like cheese. 3. She likes rice. She doesn't like bread. 4. I t likes fruit. It doesn't like rice.	*20Ms*

Activity	**Yum or Yuck?** Get a group of eight to ten, standing in a circle. In front of the classroom Three volunteers (a boy, a girl, and a "cat") from this group stand in the center of their circle. Name a food item. Each of the volunteers says *Yum*! if they like that food item or *Yuck*! if they do not.	**Home-assignment** Choose : 1- I (like – likes –liked) bread. 2-She (like – likes –liked) fruit. 3- (I- He –She) have candy.4.(I- He –They) has candy. 5- He (don't – isn't –doesn't)like fish.
Self-evaluation		

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time



Subject Matter

Review 2

Story Time

S.B page53 & W.B Page 55

Date	Class	Period

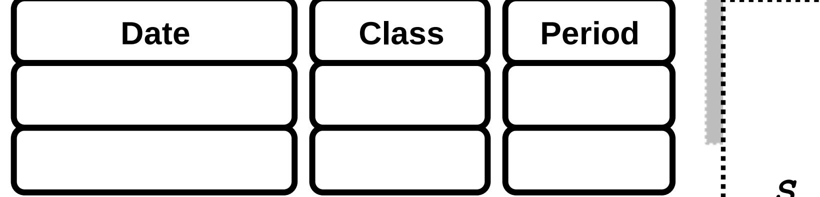
Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : • distinguish between short o and long o sound • associate sound of letters with written form	✓ *Student's Book* page 48 ✓ *Work book* page 52 ✓ *Coloured chalk* ✓ *Green board* ✓ *Picture Cards*	**Sound Focus** short o and long o (*hop, pot, sock, elbow, rope, toast*)	❖ *Self-learning* ❖ *Brain Storming* ❖ *Problem Solving*	***Warm up :*** **Review Units 10 –12 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 29, 37, and 45), Word Time page (pages 30, 38, and 46), and Practice Time page (pages 31, 39, and 47). Elicit each conversation, vocabulary item, and pattern., **Introduce the S** short o and long o (**Practise the S** Students open their S **A. Listen and repea** Focus students' atte o words at the top of the page. **B. Does it have *short o* or *long o*? Listen and circle.** 1. *snow, snow* 2. coat, coat 3. *frog, frog* 4. *clock, clock* *Answer Key:* 1. long o 2. long o 3. short o 4. short o **C. Read the words.** **D. Look at C. Listen and point.** **E. Listen and circle.** 1. *joke, joke* 2. *cot, cot* 3. *sock, sock* 4. *robe, robe* 5. *cop, cop*	× *Answer Key* 1. √ 2. √ 3. × **B. Which picture has a different vowel sound? Write √ or ×** *Answer Key* 1. hop 2. rope 3. elbow **C. Does it have short o or long o ? Look and write.** *Answer Key* short o: sock, hop, pot long o: rope, toast, elbow	

Activity	**Read the Words.** Write six to seven short o and long o words on the board (see Suggested Words below). Point to each word and have students read it.	**Home-assignment**: Copy the the six words in your homework notebooks.

Self-evaluation :

By the end of the lesson , students will be able to **:** - revise units 10–12 conversations, vocabulary, and patterns - recall previously learned items	✓ *Student's Book* page 53 ✓ *Work book* page 55 ✓ *White board* ✓ *cD player* ✓ *Coloured chalk*	**Review Focus:** Units 10–12 conversations, vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations*	**Work with the Pictures** Students open their Student's Books to page 53. Scene 1: (Sokkara) Is this Mona? Who is it? Is Sokkara a horse? Scene 2: Where's the bathroom? Scene 3: What does Misakkara have? Scene 4: Does Misakkara have cheese? Does She have bread? Scene 5: What happened? Scene 6: Does Sokkar have a rash? **Work with the Text** 1. Point to Sokkar's speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. 2. Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if necessary. **Practise the Story** **A. Listen and repeat.** **B. Look at A. Listen and point.** **C. Role-play these scenes.**	**Workbook** Page 55 **A. Read and circle ✓ or ✗.** *Answer Key* 1 ✗ 2 ✗ 3. ✓ **B. Which word does not belong? Write ✗.** *Answer Key* 1. salad 2. paint 3. crayons 4. chicken	*15MS* *10Ms* *15Ms*
Activity	**Retell the Story.** Students take turns retelling the story in their own words.			**Home-assignment** WB page 55 Ex C. Look and write.		

Self-evaluation



Subject Matter

Review 2

Activity Time

S.B page54 & W.B Page 56

Warm up **:** **Review Units 10 – 12 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 29, 37, and 45), Word Time page (pages 30, 38, and 46), Practice Time page (pages 31, 39, and 47), and Phonics Time page (pages 32, 40, and 48). Elicit the conversations, vocabulary items, patterns, and sounds.pattern, and sound..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time

By the end of the lesson , students will be able to : - revise units 10–12 vocabulary, patterns, and sounds - recall previously learned items	✓ *Student's Book* page 54 ✓ *Work book* page 56 ✓ *White board* ✓ *cD player* ✓ *Coloured chalk*	**Review Focus:** Units 10–12 vocabulary, patterns, and sounds	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations*	**Review** Students open their Student's Books to page 54. **A. Listen and find the picture. Write the number.** 1. *She likes fruit. She doesn't like bread.* 2. *He has paper. He doesn't have crayons.* 3. *He likes chicken. He doesn't like salad.* 4. *She has scissors. She doesn't have tape.* 5. *He has a fever. He doesn't have a sore throat.* 6. *She has a cough. She doesn't have a rash.* **B. Listen and circle.** 1. *meet, meet* 2. *pick, pick* 3. *hop, hop* 4. *sit, sit* 5. *coat, coat* 6. *read, read* **C. Listen and circle ✓ or ✗.** 1. A: May I use the bathroom? B: *Of course.* A: *Where is it?* B: *It's over there.* A: *I see it. Thanks.* 2. A: *Pass the chicken, please.* B: *Here. Help yourself.* A: *Thanks.* 3. A*: Does he have glue?* B: *No, he doesn't. He has crayons.* 4. *She has paint. She doesn't have paper.* *Answer Key*:1. ✗ 2. ✗ 3. ✓ 4. ✗	**Workbook** Page 56 **A. Read and write.** *Answer Key* The word in parentheses will vary. 1. He has a cough. He doesn't have a stomach ache. 2. Does she have (glue)? Yes, she does. 3. I t likes chicken. It doesn't like fruit. **B. Which words have short e, short i, or short o ? Read and circle.** *Answer Key* short e: egg, bed short i: sick, six short o: hop, pot	***10MS*** ***10Ms*** ***10Ms***

Activity	**What Other Words Have These Sounds?** Students find the 12 words in Activity B (Listen and circle the correct word) in the Units 10 –12 Phonics Time pages (pages 32, 40, and 48). While books are open to these pages, elicit other words with the same initial sounds. For example: What other /o/ words can you see?	**Home-assignment** WB page 56Ex C C. Which words have long e, long i, or long o ? Read and circle.

Self-evaluation: